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| **School:**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **Not initiated** | **In early stages of development** | **Implemented but still requiring high level of support** | **Fully implemented- part of the school’s typical practices** |
| **The Inclusion in Theory and in Practice** | | | | |
| Inclusion is clearly articulated as part of the school’s philosophy of education |  |  |  |  |
| Teachers understand inclusion in theory |  |  |  |  |
| Teachers support and implement inclusion in practice in their classrooms |  |  |  |  |
| The school administrator(s) understand inclusion in theory |  |  |  |  |
| The school administrator(s) support and implement inclusion in practice in their school |  |  |  |  |
| Students with disabilities within the school’s catchment area attend their neighbourhood school or the school they would attend if they did not have disabilities |  |  |  |  |
| Each child is in an age-appropriate general education classroom |  |  |  |  |
| Every student is accepted and regarded as a full and valued member of the class and school community |  |  |  |  |
| Special education supports are provided within the context of the general education classroom |  |  |  |  |
| All children receive an education that addresses their individual needs |  |  |  |  |
| No child is excluded on the basis of type and degree of disability |  |  |  |  |
| The school promotes cooperative/collaborative teaching arrangements |  |  |  |  |
| **Learning Coaches** | | | | |
| The Learning Coach supports classroom teachers to implement inclusive education practices |  |  |  |  |
| The Learning Coach is an active member of the student learning team |  |  |  |  |
| Teachers access the expertise of the learning coach |  |  |  |  |
| Staff recognize the expertise of the learning coach |  |  |  |  |
| The administrator(s) meet regularly with the learning coach |  |  |  |  |
| The learning coach has time at each staff meeting |  |  |  |  |
| Parents recognize the learning coach as part of the student learning team |  |  |  |  |
| Staff recognize the learning coach as part of the student learning team |  |  |  |  |
| **Continuum of Supports and Services** | | | | |
| The administrator(s) understand the continuum of supports and services model |  |  |  |  |
| The administrator(s) support the continuum of supports and services model |  |  |  |  |
| Instructional staff at the school are thinking of student programming based on support and services rather than codes |  |  |  |  |
| Instructional staff at the school have a high level of competence in providing Level 1 supports and services for ALL students |  |  |  |  |
| Instructional staff at the school have a high level of competence in providing Level 2 supports and services for identified students |  |  |  |  |
| Instructional staff at the school have a high level of competence in providing Level 3 supports and services for identified students |  |  |  |  |
| Instructional staff at the school have a high level of competence in providing Level 4 supports and services for identified students |  |  |  |  |
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